

Wisconsin Knowledge and Concepts Examinations

Criterion-Referenced Test

Educator's Guide



Middle School

Grades 6-8

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This document provides educators with information regarding the reading and mathematics portions of the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test for grades six through eight. It is intended to serve as a resource for teachers and administrators, describing the development, format, content, and scoring of the WKCE–CRT.

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Chapter 1 General Information

Purposes of the Educator's Guides

The Educator's Guides to the WKCE–CRT were developed to provide Wisconsin educators with an overview of the reading and mathematics portions of the WKCE–CRT being administered for the first time in the 2005–2006 school year. A separate guide has been developed for each of these three levels: Elementary School, Middle School, and High School.

Each of these guides contains shared information about the test, including its general design and format, an explanation of how test results are used, a description of sound test administration procedures, and guidance for educators to help students prepare effectively for the test.

Individual guides contain grade-appropriate reading passages designed to illustrate the types of passages that students will encounter in the reading portion of the WKCE–CRT. Each guide also includes grade-appropriate selected-response and constructed-response questions for both reading and mathematics. To clarify how student responses to constructed-response questions are scored, the guides also include reading and mathematics rubrics along with scored sample student responses to selected constructed response items. These detailed descriptions and examples of selected-response and constructed-response questions are provided for educators as illustrations of the types of questions that will be found on the WKCE–CRT.

Links to other resources and information located at the Wisconsin Department of Public Instruction's website are provided throughout each guide.

General Background for the WKCE–CRT

Beginning in the 2005–2006 school year, the federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3–8 and once in high school (grade 10 under Wisconsin law s. 118.30). These tests are referred to as the Wisconsin Knowledge and Concepts Examinations—Criterion Referenced Tests (WKCE–CRT) and replace the WKCE reading and mathematics tests beginning in fall 2005. The WKCE–CRT also replaces the Wisconsin Reading Comprehension Test, which was previously administered to students in grade 3. Language Arts, Science, and Social Studies continue to be assessed at grades 4, 8, and 10. Student performance on these tests is reported in proficiency categories and is used to determine the adequate yearly progress of students at the school, district, and state levels. Summative information regarding student performance on statewide assessments can be found at <http://dpi.wi.gov/sig/index.html>.

The WKCE–CRT is a large-scale standardized achievement test. Standardized tests are administered using standard procedures for directions, time limits, and scoring criteria to ensure uniform testing conditions for all students. The purpose of achievement tests is to tell about student achievement and give a degree of insight into how well the curriculum prepared the student. If students in a given school score particularly well on some aspect of an achievement test, there is a good chance that their curriculum succeeded in preparing them for the test. Test results are one source of information educators can use to make decisions about whether and how to adjust instruction for individual students or groups of students.

A criterion-referenced test, the WKCE–CRT has been customized to measure the knowledge and skills Wisconsin educators have determined are appropriate and desirable for Wisconsin students. Customized criterion-referenced tests have many advantages for educators and students: 1) they help ensure that the content covered on an assessment aligns with classroom instruction, 2) they invite teacher involvement at all stages of the test development process, 3) they provide professional development activities for teachers engaged in the process of developing statewide standards for teaching and learning, 4) they provide clear learning goals for students.

The WKCE–CRT is a summative assessment and measures how well Wisconsin students have mastered the Wisconsin Model Academic Standards (WMAS). The reading test focuses on content standard A: Reading and Literature. The mathematics assessment focuses on all content standards of the WMAS. The reading and mathematics tests include both selected-response and constructed-response items. Students record responses to all questions in the test book. The selected-response items have four answer choices; students select one option for the correct answer. The constructed-response items allow students to demonstrate their skills at more complex levels of thinking and are scored by a professional staff experienced in providing reliable and consistent hand-scoring services. Short-answer items allow partial credit for partially answered questions.

Overview of the Test Development Process and the Role of Wisconsin Educators

Wisconsin educators have played a vital and essential role in the development of the WKCE–CRT. Because the WMAS exist only for grades 4, 8, and 12 and define the knowledge and skills students should acquire by the end of grades 4, 8, and 12, it was necessary for Wisconsin educators to establish grade-level content descriptors for grades 3, 5–7, and 10. Furthermore, it was necessary for Wisconsin educators to define what students should know and be able to do *at the beginning* of the school year,

as the WKCE–CRT is administered in the fall. In the fall of 2003, committees of teachers in both reading and math met to address this need. They worked together to create assessment frameworks documents that clarified the knowledge and skills in reading and math appropriate for Wisconsin students at the beginning of grades 3-8 and 10. The WMAS in reading and math served as the foundation for that work.

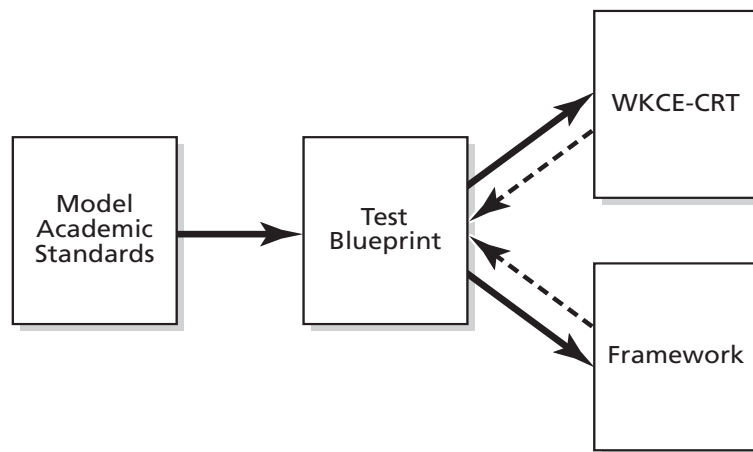
Committees of Wisconsin educators have participated in all stages of developing the WKCE–CRT. In addition to educators participating in the development of the content frameworks, teachers also participated in reviewing and selecting reading passages, reading items, and math items. Committees also met to review and edit the test items for content appropriateness, difficulty, and fairness prior to pilot testing. CTB/McGraw-Hill conducted item pilot testing in May 2004 and forms calibration in December 2004, based on a stratified random sample, drawing from all public schools in the state. The term *forms calibration* refers to the calibrating and equating steps necessary to compare both students' scores and the difficulty of items across multiple forms. Following the May 2004 pilot administration, a panel of educators met in October 2004 to review the statistical functioning of a sample of items. Wisconsin educators also participated in range finding to identify anchor papers for each score point of the constructed response items field-tested in 2004. A few Wisconsin teachers piloted the reading passages, reading items, and math items presented in this handbook so that sample items and sample student responses could be available to all Wisconsin educators.

Chapter 2 Assessment Frameworks

Purpose and Development of the Assessment Frameworks

The reading and mathematics assessment frameworks describe the knowledge and skills measured by the WKCE–CRT at each grade. The assessment frameworks are based upon the Wisconsin Model Academic Standards (WMAS). Whereas the WMAS identify the knowledge and skills that students should master by the end of grades 4, 8, and 12, the assessment frameworks describe the knowledge and skills that students should possess at the beginning of the school year for grades 3–8 and 10. It is important to note, however, that the assessment frameworks are designed merely to support and reinforce classroom instruction toward student success on the WKCE–CRT; they are *not* in any way intended to replace a local curriculum. While the assessment frameworks describe the content assessed by the test, they are not meant to limit what should be taught at any given grade level.

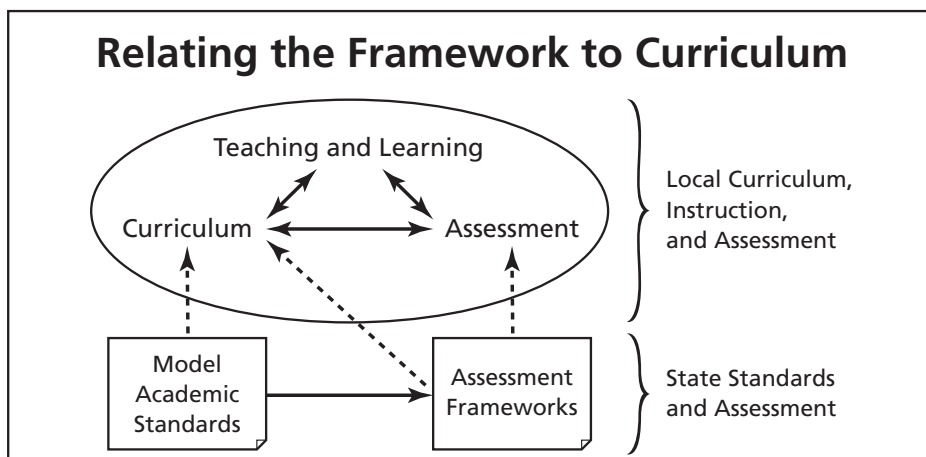
The diagram below shows the relationship between the Wisconsin Model Academic Standards, the test blueprint, the assessment frameworks, and the WKCE–CRT.



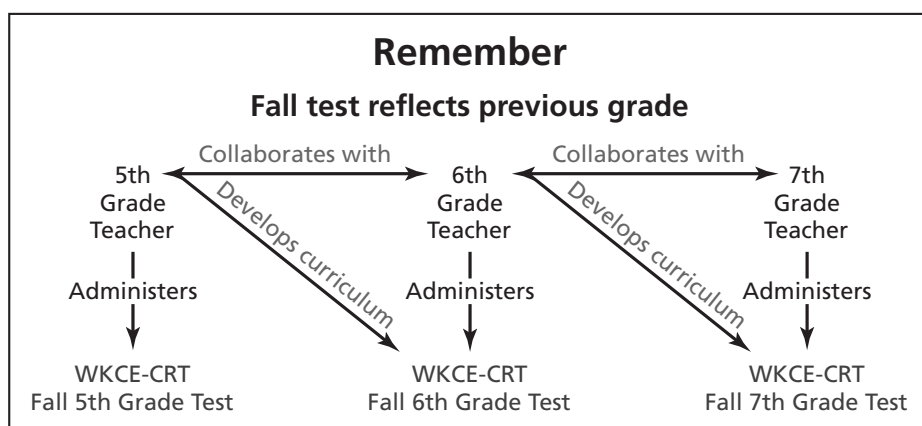
While considering the assessment frameworks, it is also important to recognize that even though a skill may not be measured at a given grade level, it does not necessarily follow that that skill should not be taught. If a student is expected to master a skill at a given grade level, it is important that the necessary foundation skills be taught in the previous grade or grades. The assessment frameworks may be useful to educators by fostering discussion across grades about the interrelation of skills and concepts taught at each level. The assessment frameworks intend for skills to be taught *in context* to ensure greater comprehension. The best way to prepare students for the WKCE–CRT is to combine the assessment frameworks with ongoing instruction and assessment.

The two diagrams below are intended to help encourage discussion among educators about local curriculum, state standards, and the framework knowledge and skills assessed at one grade that must be part of the curriculum prior to the assessed grade.

Suggested relationships among the Wisconsin Model Academic Standards, academic assessment frameworks, and local curriculum, instruction, and assessment should exist. Solid arrows indicate direct influence, and dotted arrows indicate indirect or recommended influence.



Another way to use the assessment frameworks is as a basis for teachers to engage in multi-grade-level discussions. Since the test is administered in the fall, students should have an opportunity to acquire the knowledge and skills that will be assessed prior to the tested grade. Similarly, teachers will want to examine test results from the next-higher grade level for feedback on what is happening at their own grade level, as illustrated in the example below.



More information on the development and suggested use of the WKCE–CRT assessment frameworks can be found on the Web at <http://dpi.wi.gov/oea/wkce-crt.html>. For more information on the Wisconsin Model Academic Standards, please visit the DPI website at <http://dpi.wi.gov/oea/standrds.html>.

Chapter 3 Test Characteristics and Use of Results

Test Format

The WKCE–CRT consists of two types of items, selected-response items and constructed-response items. For the reading test, approximately 90 percent of the score points at each grade level come from selected-response items, and the remaining 10 percent come from the constructed-response items. For the mathematics test, the percentage of score points from selected-response or constructed-response items varies; however, approximately 70 to 80 percent of the score points come from selected-response items and the remainder from constructed-response items.

Students will record their answers to selected-response items by filling in the appropriate bubble next to the correct answer in the test book. Students will write their answers to constructed-response items on the lines or in the space provided in the test book.

Test Design

The WKCE–CRT is designed with enough selected-response and constructed-response items to provide reliable scores for each reporting category. There may not be a test item for every sub-skill; rather, the items sample the content represented by the sub-skills. The tables on the following pages show the number of test sessions for each grade and content area, the approximate number of items per session, and the approximate number of minutes of testing time per session.

The WKCE–CRT uses an embedded field test design, which means that during the regular fall administration of the test, students complete an operational portion for each content area as well as completing field test sections. The operational portions of the test are used to report official test scores to the Wisconsin Department of Public Instruction. The field test items do not contribute to students' scores. If the new field test items are determined to have adequate psychometric properties, they are added to a pool of items that may be used on operational test forms in future administrations of the WKCE–CRT.

WKCE–CRT Operational Test Design

Grade	Content Area	Session	SR*	CR*	ER/ Prompt*	Minutes*
6	Reading	1	20	1		40
		2	20	1		40
		3	20	1		40
		4	24	1		45
		Total	84	4		165
	Mathematics	1	15	1		30
		2	14	2		35
		3	14	2		35
		4	12	2		35
		5A	5	1		15
		5B	10	1		20
		Total	70	9		170
	Total for Grade		154	13	0	335
7	Reading	1	20	1		40
		2	20	1		40
		3	20	1		40
		4	24	1		45
		Total	84	4		165
	Mathematics	1	15	1		30
		2	14	2		35
		3	14	2		35
		4	12	2		35
		5A	5	1		15
		5B	10	1		20
		Total	70	9		170
	Total for Grade		154	13	0	335

SR = Selected Response

CR = Constructed Response

ER/Prompt = Extended Response or Prompt

*Item counts and session times are approximate and include field test items. The WKCE–CRT Operational Test Design shown above is one example of one form. Additional forms may vary slightly.

WKCE–CRT Operational Test Design (continued)

Grade	Content Area	Session	SR*	CR*	ER/ Prompt*	Minutes*
8	Reading	1	20	1		40
		2	20	1		40
		3	20	1		40
		4	24	1		45
		Total	84	4		165
	Mathematics	1	14	1		30
		2	8	3		35
		3	14	2		35
		4	14	2		35
		5A	5	1		15
		5B	10	1		20
		Total	65	10		170
	Language Arts	1	35			40
		2			1	30
		Total	35		1	70
	Science	1	40			40
		Total	40			40
	Social Studies		45			45
		Total	45			45
	Total for Grade		269	14	1	490

SR = Selected Response

CR = Constructed Response

ER/Prompt = Extended Response or Prompt

*Item counts and session times are approximate and include field test items for reading, mathematics, and social studies. The WKCE–CRT Operational Test Design shown above is one example of one form. Additional forms may vary slightly.

Test Blueprint

A test blueprint specifies how many selected-response and constructed-response items will measure the content objectives and sub-skills. Each year, the form of the test administered follows the blueprint, which helps ensure that test results can be compared from year to year because the content measured by the test remains stable.

Wisconsin educators participated in determining the test blueprints. The process of establishing the test blueprint focused on distributing the items and score points across the content objectives and sub-skills to reflect the relative emphasis placed on the knowledge and skills included in the assessment framework at each grade level. The distribution of items and score points for each reporting category may vary by grade level to reflect shifts in instructional emphasis across the grades.

The tables on the following pages show the reading and mathematics operational test blueprints for the middle school grades. The embedded field test items are in addition to the items listed below. The test design tables above include all items—operational and field test.

Reading Test Blueprint

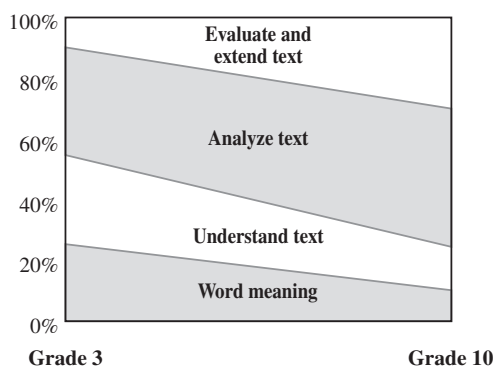
Reporting Category		Grade 6			Grade 7			Grade 8		
		SR	CR	Points	SR	CR	Points	SR	CR	Points
1	Determine meaning of words and phrases in context	12		12	12		12	12		12
1.1	Use context clues to determine meaning of words and phrases	7			7			7		
1.2	Use knowledge of word structure to determine meaning of words	3			3			3		
1.3	Use word reference materials to determine the meaning of words and phrases	2			2			2		
2	Understand Text	16		16	16		16	16		16
2.1	Demonstrate understanding of literal meaning by identifying stated information in literary text	6			6			6		
2.2	Demonstrate understanding of literal meaning by identifying stated information in informational text	6			6			6		
2.3	Demonstrate understanding of explicitly stated sequence of events in literary and informational text	4			4			4		
3	Analyze Text	19	2	25	19	2	25	19	2	25
3.1	Analyze literary text	8			7			7		
3.2	Analyze informational text	7			7			7		
3.3	Analyze author's use of language in literary and informational text	4			5			5		
4	Evaluate and Extend Text	13	1	16	13	1	16	13	1	16
4.1	Evaluate and extend literary text	5			5			5		
4.2	Evaluate and extend informational text	5			5			5		
4.3	Evaluate and extend the author's use of language in literary and informational text	3			3			3		
	Total for Test	60	3	69	60	3	69	60	3	69

Mathematics Test Blueprint

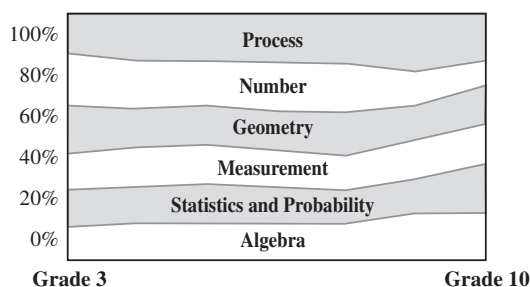
Reporting Category		Grade 6			Grade 7			Grade 8		
		SR	CR	Points	SR	CR	Points	SR	CR	Points
A	Mathematical Processes	0	7	14	0	7	14	0	8	16
	Reasoning									
	Communication									
	Connections									
	Representation									
	Problem Solving									
B	Number Operations and Relationships	13	1	14	14	1	15	9	1	10
B.a	Number Concepts	6			7			6		
B.b	Number Computation	7			7			3		
C	Geometry	10	2	12	11	2	13	8	2	10
C.a	Describing Figures	2			3			2		
C.b	Spatial Relationships and Transformations	5			5			4		
C.c	Coordinate System	3			3			2		
D	Measurement	11	1	12	10	1	11	11	2	13
D.a	Measurable Attributes	3			3			2		
D.b	Direct Measurement	4			3			3		
D.c	Indirect Measurement	4			4			6		
E	Statistics and Probability	11	1	12	9	2	11	8	2	10
E.a	Data Analysis and Statistics	8			6			5		
E.b	Probability	3			3			3		
F	Algebraic Relationships	10	2	12	11	1	12	14	1	15
F.a	Patterns, Relations, and Functions	5			3			6		
F.b	Expressions, Equations, and Inequalities	2			4			6		
F.c	Properties	3			4			2		
	Total for Test	55	7	76	55	7	76	50	8	74

The graphs below provide visual representations of approximate item distribution according to reporting category for both the reading and the mathematics portions of the WKCE–CRT.

WKCE–CRT Reading Assessment Blueprint



WKCE–CRT Mathematics Assessment Blueprint



Use of Test Results

The results of the WKCE–CRT are used by the Department of Public Instruction for accountability measures for schools and districts, as required by state and federal laws. Districts and schools will receive a variety of score reports that will provide information helpful in evaluating the effectiveness of instruction and to plan curriculum and instruction. It is important to remember that the WKCE–CRT samples the content domain and is not an exhaustive assessment of reading and mathematics content concepts and skills. Therefore, when evaluating instructional programs and the performance of individual students, it is important to consider other sources of information in order to have a complete picture of the student, the educational program, the school, or the district.

When used in conjunction with other measures of achievement, such as classroom observations and teacher-developed tests, the WKCE–CRT can provide valuable information about the progress of individuals and groups of students, as well as about the effectiveness of educational programs.

State and federal laws require the annual review of school performance to determine academic student achievement and progress. Annual review of school performance required by the federal No Child Left Behind Act (NCLB) is based on the school's *Test Participation*, the *Other Indicator* required (Graduation or Attendance rate for the *All Student* group), and the proficiency rates on the academic indicators, Reading and Mathematics. The proficiency rates on the WKCE–CRT and *Wisconsin Alternate Assessments* (both for English language learners and students with disabilities) are based on the test scores of students enrolled in the school for a full academic year (FAY). The overall goal of NCLB is for all Wisconsin students to attain the “Proficient” or “Advanced” levels in Reading and Mathematics by the year 2014. For more information about Adequate Yearly Progress (AYP), see the DPI website: <http://dpi.wi.gov/oea/accounty.html>.

Chapter 4 Reading

Reading Passage Characteristics

The reading passages on the WKCE–CRT are primarily intact, previously published passages presented in formats that include graphics such as photos, drawings, and illustrations. All information needed for a correct response will be included in the passage(s). Knowledge acquired in another content area will not be required to understand the information in the passage.

There are three types of reading passages on the WKCE–CRT: literary texts, informational texts, and everyday texts. Literary passages include prose and poetry; prose includes both fiction and nonfiction text. The table below gives examples of the specific types of texts that may appear on the WKCE–CRT at given grade levels.

Grade Level	Literary Text (Prose and Poetry)	Informational Text	Everyday Text
3-4	Realistic fiction, animal stories, poetry, drama, folktales, fables, biography	Nonfiction trade book excerpts, magazine articles	Charts, schedules, menus, tickets, product labels, safety notices, school-related texts, simple instructions
5-6	Realistic fiction, poetry, drama, biography, autobiography, historical fiction, myths	Magazine, textbook, and newspaper articles, government documents	Charts, schedules, simple forms, applications (for example, camp), product labels, safety notices, simple instructions
7-8	Short stories, novel excerpts, poetry, drama, biography, autobiography	Magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons	Charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, technical instructions
10	Short stories, novel excerpts, poetry, drama, biography, autobiography	Articles, brochures, editorials, essays, memoirs, speeches, reviews, interviews, critiques	Charts, schedules, forms, timelines, applications, coupons, consumer product labels or information, product use or warning labels, safety notices, technical instructions, brochures, advertisements, warranties, trouble-shooting guides

Number of Passages

The WKCE–CRT reading test will consist of at least six and not more than eight reading passages. Each type of reading passage will be represented in the WKCE–CRT. Each version of the test will also include one long and one short literary prose passage, as well as one long and one short informational passage. The table below shows the distribution of reading passages that contribute to students' scores by reading passage type and by length. In addition to the six passages identified in the table below, there will be at least two field test reading passages.

Type of Reading Passage	Number of Passages
Literary Prose	1 short 1 long
Poetry	1
Informational Text	1 short 1 long
Everyday Text	1
Minimum Total	6

Passage Length

Passage length varies according to grade level, though at any given grade level there will be a combination of short and long passages.

Grade Level	Passage Length				
	Words				Pages (Test Book)
	Literary Text (Prose and Poetry)		Informational Text		Everyday Text
	Short	Long	Short	Long	
3-4	300-600	900-1200	300-600	700-1000	Up to 1 page
5-6	350-700	900-1500	350-700	800-1200	Up to 1 page
7-8	400-800	1000-1500	400-800	900-1500	Up to 2 pages
10	400-800	1000-1500	400-800	900-1500	Up to 3 pages

Paired Reading Passages

The WKCE–CRT reading test will include paired reading passages that share common themes, topics, or settings. The inclusion of these paired passages allows for the creation of selected-response and constructed-response items that focus on the students' ability to make comparisons across texts, or to summarize or synthesize information across texts. These passages will also be addressed independently of one another.

For these paired passages, any combination of reading passages types may appear on the test. Possible pairings include a literary prose passage paired with either a poem or an everyday text; an informational passage paired with either an everyday text or a poem; a literary prose passage paired with an informational text. Paired passages are grouped together in a single session; they do not span sessions.

Selection of Reading Passages

The materials selected for the reading test are intended to include a range of age-appropriate and engaging passages representing a variety of texts that deal with a variety of subjects. Passages are chosen that address grade-appropriate topics to which students can relate and which include a range of length and reading difficulty. The aim is to select passages that are accessible to all students.

Furthermore, passages are selected with an eye toward providing a gender- and culturally-rich balance of topics. The intention is to represent minority experiences and authors, provide an appropriate balance of male and female characters and authors, and include topics regarding students with special needs as well.

SAMPLE PASSAGES

Short Informational Passage



by Josh Pierce

An Editorial from the *Local Gazette*

Think about how much garbage you and your family can create in one day. Plastic milk cartons, cans of soda, crumpled candy wrappers, paper plates and napkins, used-up tubes of toothpaste, even ratty old sneakers and moth-eaten sweaters all wind up in our garbage cans and our landfills. Multiply this daily output of trash by every house and apartment on your block, every block in your neighborhood, and every neighborhood in your town! It is no wonder that we have been called a “throw away” society.

Getting a grip on all that garbage means changing how we think about trash. More and more people today are realizing how important it is that we think hard about making all kinds of things reusable instead of just disposable. It is said that “beauty is in the eye of the beholder.” Well, what is and what isn’t “garbage” is in the eye of the beholder, too.

Every person in the United States creates about 1,460 pounds of trash a year. Since there are now over 295 million people in the U.S., that adds up to more than 430 billion pounds of trash created each year in the United States alone! Many of the materials that end up in landfills could actually have been put to new use.

For instance, can you imagine running a car on cooking oil? This wild idea is now reality. For years, many restaurants threw out the oil that was used to cook French fries, doughnuts, and other fried foods. Recently, however, scientists have found ways of turning the leftover oil from fryers into a form of diesel fuel. By salvaging this byproduct from restaurants, people have been able to create a new and

Short Informational Passage (*continued*)

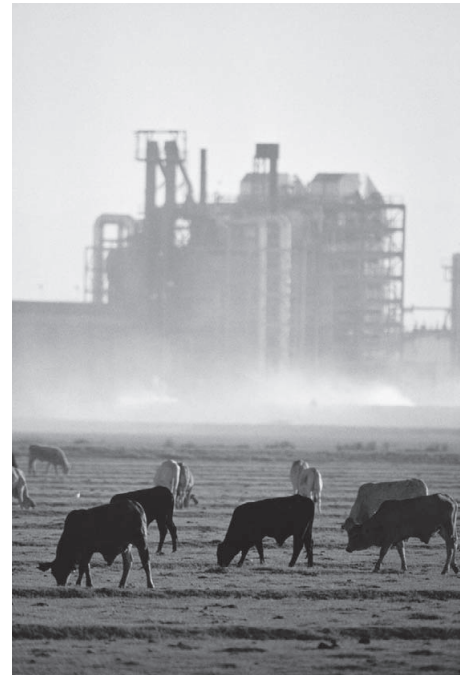
inexpensive source of energy, called biodiesel. In the fall of 2004, a group of Vermont students went on a 15,000-mile bus trip around the U.S. The goal of Project Biobus was to help schools start using this new fuel. And yes, the Biobus ran on biodiesel made from used cooking oil!

In fact, even the garbage that piles up in landfills can be used as a source of energy. When certain types of garbage break down, a gas called methane is given off. Since methane can be burned, it can be used as a source of energy just like coal, oil, or wood. We are finding ways to collect and store this energy source so that it can be used to create electricity. This will help us cut down on the total amount of oil and coal we use.

Living on earth is like being stranded on a desert island. We have only a limited amount of natural resources, which are naturally occurring materials that are valuable to people, plants, and wildlife. In order to maintain our earth island, we need to learn how to manage our use of materials. Reusing materials in creative ways is essential if we are to save and protect our natural resources. This is important so that we will continue to have the resources to use when we need them in the future.

Today, we are making a stronger effort to reuse and recycle materials we once might have simply thrown away. We aren't recycling only bottles, cans, cardboard and paper. Instead, we're finding new ways to use all of life's leftovers. For instance, the fleece jacket you or your friends wear may have been made out of recycled plastic soda bottles. The track at your school may have been made out of old tires or tennis shoes that have been cut up and turned into a running surface. The road in front of your house might have been paved with asphalt that includes pieces of discarded computers that have been ground up and processed. Even your house or your school may have been partly constructed from recycled building materials.

More and more, we are realizing that our landfills are chock full of valuable resources that we can put to new uses. Reusing our raw materials in inventive new ways will help ensure a brighter future for our "island." It is, after all, the only island we have.



The factory in the background is used to turn various types of waste into methane.

How to Start a Recycling Program in Your School

by Talia Fittante

Stop! Hang on to that wadded up piece of paper and back slowly away from that trash can! That piece of paper, like many other materials that you use at school, can be recycled. Tossing it into the trash can is practically the same thing as placing it on top of the towering pile of garbage at your local landfill. Putting the paper in a recycling bin instead is the first step in reducing the size of that pile and making it possible for resources to be reused. Reducing the amount of garbage we throw away helps make our natural resources last. You might be surprised at just how easy it is to set up a recycling program at your own school.

Here are some steps to get you started:

Step 1:

Take a moment to think about the kind of trash that you see in the garbage cans at school. Much of this “trash” is not trash at all because many of these materials can be recycled.

Common recyclable materials found in schools:

- paper (white paper, colored paper, newspaper)
- glass (clear, dark, or green bottles and jars)
- plastic (juice bottles, yogurt containers)
- cardboard (boxes, packaging materials)
- aluminum (soda cans, fruit or pudding cups)

If you look thoughtfully at this list, you can see that a great place to find recyclable materials is in your own lunch box. Did you know that the container for your yogurt could be recycled? Some schools even compost leftover material from fruits and vegetables, such as apple cores and banana peels. These are biodegradable and can be used to create rich soil for gardens.

Long Everyday Passage (continued)

Step 2:

Check to see what kinds of possibilities for recycling are available in your area. Call your city's department of sanitation or visit their website to see what options are available to you.*

Curbside Recycling:

Recycling resources could be right at your fingertips!

A common recycling resource is called curbside recycling. In communities that have this program, trucks come through neighborhoods each week to pick up the recyclables that people have left out for them—usually, out on the curb in front of the house. In the cities and towns where curbside recycling is not an option, these materials must be taken to specific recycling centers. It may be a little more work, but think of how you are personally helping the environment!



Curbside recycling makes it even easier to help protect the environment.

Remember: The department of sanitation is a great place to find out what resources are available in your area as well as the locations of local recycling centers. Keep this information in mind as you design your program.

*If your city or town does not have a department of sanitation, do not lose hope! Check with city hall or at the local landfill. If your community does not have a recycling program, you might even consider trying to organize one!

Step 3:

Work with students and teachers to decide how recyclable materials will be collected and how they will be brought to a recycling center. Ask for volunteers to help share the responsibilities of the program and set up a weekly schedule showing people's responsibilities for the different days of the week.

Long Everyday Passage (continued)

A schedule for a given week might look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
Check bins (noon)					
Check bins (end of day)					
Record weight of recyclables					
Post daily update					

Duties may vary depending on your school’s situation, but it is always a good idea to have someone responsible for checking the levels of your bins each day. This way, you’ll know when bins need to be emptied or replaced with new ones. If you divide up responsibilities, you can make sure that no one person ends up doing an unfair share of the work.

If your recyclables need to be taken to some place outside of your school, talk with your teachers to figure out ways of bringing the recyclables to a recycling center. For instance, parents or teachers might be willing to help out by driving these materials to the proper locations.

KEEP IN MIND: No matter how your program works, it’s important to know before you start gathering materials just where they will be going, and who will be responsible for getting them there!

Step 4:

Choose collection containers and decide upon the best locations for them. Containers can be made, bought, or found. The only real requirement is that they are practical and easy to use.

Here are some ideas for containers:

- milk crates
- plastic or cardboard barrels
- sturdy cardboard boxes (good for paper)
- regular school trash cans (labeled “recycle this” to avoid confusion)

Your city may even provide recycling containers for people who request them, so check with the department of sanitation to see if this is the case where you live.



Choosing a Recycling Container: A five-point plan

You can make sure that the container you choose will be the right one for you if you follow these five easy steps.

1. Try to predict the amount of material that will be recycled every week. This will help you know how many containers you will need and how big each container should be.
2. When thinking of possible locations, keep convenience in mind. Choose places that are accessible but not in the way. Also, check with your principal before deciding where to put your containers.
3. Make sure your container is the right size for its location. A big cardboard barrel might not fit very well in a narrow, busy hallway.
4. Don't forget that certain materials can be heavy! If your containers will have to be moved, remember to consider how much they will weigh when full. Be kind to the people who will have to carry them. It just might be you!
5. Remember that your recyclables will have to be sorted before they can be brought to the recycling center. Bottles, cans, plastic, cardboard, and paper all need to be kept separate from one another. Before you decide on how you will sort your recyclables, check with the city or your local recycling center to find out what their requirements are.

Step 5:

Find ways to encourage your classmates to participate in the recycling program. Make signs or posters to help inform your fellow students about your program. It's important that students not only know that there is a recycling program, but also that they know how it works.

Keep your classmates informed about progress of the program. Make recycling an everyday part of life at your school. Let everyone know how well the program is going on a regular basis. You may want to weigh your recyclables each week to keep track of how much trash your school is keeping out of your local landfills. Create a trash-o-meter that shows your classmates the results of their hard work.

Now you have all the information you need to set up your own recycling program! By wasting less and reusing the materials you can, you can take an active part in helping to protect our environment.

Someone Else Did It

by Jennifer Chamberlain

Devon had a reputation for being both a little selfish and just a little bit mean. To hear Devon explain it, though, he didn't deserve that reputation. As far as Devon was concerned, other people either didn't understand his sense of humor or were determined to get him in trouble. Of course, having a built in excuse made it even easier to behave badly.

If Devon's sister asked him not to eat something in the refrigerator, for example, he felt compelled to head straight for the fridge and eat whatever that something was. Devon found this quite amusing, of course. Afterwards, when his sister would try to berate Devon for what he'd done, Devon would always respond in the same way: "Not me. Someone else did it." This, for Devon, was even more amusing. Whenever Devon found an opportunity to get himself into mischief, which was often, Devon denied being the culprit. Or, when Devon found himself in a situation where he was in the wrong, which was also often, he could always rely on trying to place the blame on someone else.

At school, when Devon did poorly on a test, he would explain to the teacher that he had wanted to study, but that others, of course, had distracted him. If he was late for soccer practice, it was because someone else had decided that other things took priority. Devon thought his system of blaming others for everything was quite clever and extremely useful.

For a long time, Devon was quite satisfied with himself. But as Devon grew older, he realized that he had become a little tired of being selfish and inconsiderate all the time. He decided that he was one leopard who needed to change his spots, but he figured he would need to ease other people into it. Devon decided to start his transformation first thing Monday morning.

For weeks, Devon's social studies teacher, Mr. Hernandez, had been asking for volunteers to help organize the books on the bookshelves. But on Monday when he walked into his classroom, Mr. Hernandez saw that the books had been alphabetized and reshelfed. What was truly astonishing for Mr. Hernandez, however, was seeing Devon sitting and reading at a desk nearby.



Long Literary Passage: Fiction (*continued*)

“Thank you, Devon,” Mr. Hernandez said, a hint of disbelief in his voice, “That was, well, rather unexpected. Thank you.”

“Gee, I don’t know what you’re talking about, Mr. Hernandez,” Devon said. “Someone else must have done that.”

Later that day, Devon’s mother came home and saw that all the dirty dishes had been washed, dried and put away. Surprised, she went to Devon’s room to thank him. He was lying on his bed, lazily tossing a baseball in the air and catching it again.

“Well, thank you very much for doing the dishes,” she said, still a little bewildered by what she’d seen.

“It was someone else,” Devon said, tossing the ball up once again.

“Well,” his mother said, pausing for a second, “tell someone else I said, ‘Thank you.’”

“I’ll tell him,” Devon said.

On Tuesday, Devon came home a little later than he normally did. His mother met him at the door looking confused.

“Your grandmother just called; she said you did a fabulous job of mowing her lawn.”

“Someone Else mowed the lawn. It looked scraggly, and grandma can’t get out to do it, so Someone Else thought he’d help out. He’s always doing those nice, helpful sorts of things.”

“He certainly is,” his Mother said.

“He might even deserve a reward,” said Devon as he walked into the house.

On Wednesday, Devon got to school and found a package on his desk that looked suspiciously like a present, and it had a note on it addressed not to Devon, but to “Someone Else.”

“To Someone Else,” it read, “Thank you for all your help. Sincerely, Mr. Hernandez.” Devon picked it up and shook it gently, wondering what might be inside.

“Uh, Devon..?” Mr. Hernandez asked, “Could you make sure that Someone Else gets that?”

Devon nodded and said that he would.

“And remember, please,” Mr. Hernandez said, “It’s for Someone Else. Please let him open it.”

Devon sighed. He couldn’t open a package that didn’t belong to him. He was starting to feel a sneaking suspicion that his new plan was backfiring.

Long Literary Passage: Fiction (*continued*)

When he got home, Devon found another surprise: a note on his desk. “Dear Someone Else,” the note read, “There’s a cake in the kitchen for you. Thank you for all your help. Love, Devon’s Mom.”

Devon walked into the kitchen and saw the cake there on the counter, with a note next to it. This time, though, the note was addressed to Devon. “Devon,” it read, “This is for Someone Else. Please do not eat.” Looking at the cake, Devon began to realize that although he knew that he had decided to change for the better, Someone Else was getting all the credit for Devon’s hard work. It was just about time for Someone Else to make an abrupt departure.

The following week, Devon’s soccer team had an awards dinner to recognize the contributions of each player. At the end of the night, the coach got up and announced that the award for Best Sportsmanship would go to Someone Else. Everyone applauded.

“Could you make sure he also gets this?” his coach asked. He held up a brand-new jersey with the number zero on it. Over the number was the name “Someone Else.” Everyone applauded again. Devon decided the time had come to make an announcement of his own.

“Actually coach, Someone Else left town today and I don’t think he’s coming back,” Devon began. “But he asked me to let everyone know that I was the one behind all these good deeds lately, not him, and that I should get the credit.”

“But why would you give someone else the credit for things you’ve been doing?” Devon’s coach asked.

“Well, he felt really bad about the way he used to treat people, and I told him I’d help him make things right. I told him it was the only thing he could do.”

“Ok then, Devon, I guess the award and the jersey should go to you,” Devon’s coach said. Everyone applauded as Devon walked up to the podium to accept his prizes.

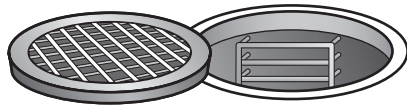
On the way home from the awards dinner, Devon thought about how he had changed over the past few weeks. While it was true that Devon no longer had the convenience of blaming others for his mistakes, he also realized he didn’t need to anymore. In the process of changing, Devon had actually had fun helping people and making them happy. And it was a lot easier than trying to get out of trouble.

“I think things are going to be a little different around here from now on,” Devon said to his mom on the way home from the awards dinner.

“Oh?” said Devon’s mom. “Does this mean I’ll be coming home to clean dishes every night?”

“We’ll see, Mom,” said Devon. “We’ll see.”





Unseen City

by Josh Pierce

There's a hidden city (1)
rumbling beneath the streets
of the city that you can see.

I stand in the sunlight
watching strong men (5)
appear and disappear
beneath the surface of the street,
lifting and lowering themselves
on a dark ladder
to some underground project, (10)
to keep the city below the city
running like a dream.

I hear sounds,
iron and thunder.
I feel the street tremble. (15)

I let my imagination
complete the scene.
Unseen city
mysterious beneath my feet.

Sample Reading Items: Selected Response

Reading items on the WKCE–CRT are aligned with the Wisconsin assessment frameworks. Items can be divided into four categories corresponding with the various reporting categories.

1. Determine the meaning of words and phrases in context

Items measuring reporting category 1 will require students to use context clues, word structure, and reference materials to determine the meaning of unknown words.

Students may also be asked to recognize the difference between connotative and denotative meanings of a given word, as well as use root words, synonyms, antonyms, homonyms, prefixes, and suffixes to determine word meaning.

Many items will require students to determine the meaning of words and phrases in context. For instance, this item focuses on students’ ability to comprehend above grade-level words by making use of the word’s immediate context.

(from “How to Start a Recycling Program in Your School”)

Read these sentences from the passage.

When thinking of possible locations, keep convenience in mind. Choose places that are accessible but not in the way.

What does the word accessible mean in this sentence?

- A) well-lighted
- B)* easy to reach
- C) well-protected
- D) easy to remember

This item also measures students’ ability to determine the meaning of unknown words based on the context in which they appear.

(from “Someone Else Did It”)

Read this sentence from the passage.

Whenever Devon found an opportunity to get himself into mischief, which was often, Devon denied being the culprit.

A culprit is someone who

- A) blames other people
- B) lies about his behavior
- C)* does something wrong
- D) worries about his reputation

1. Determine the meaning of words and phrases in context (*continued*)

Students may also be asked to determine the meaning of figurative language using context clues.

The item shown here requires that students not only be able to recognize that the underlined word is being used figuratively, but also that they be able to make accurate inferences regarding its meaning in the context of the poem.

(from “Unseen City”)

Read these lines from the poem.

I hear sounds,
iron and thunder.
I feel the street tremble.

In these lines, the underlined word most likely refers to the sound of

- A) the traffic
- B) loud music
- C) the weather
- D)* heavy machinery

Other items may replicate dictionary entries in order to measure students’ ability to choose the appropriate meaning of multiple-meaning words found in context.

(from “Salvaging the Future”)

Read this dictionary entry.

maintain *v.* **1.** To preserve from failure or decay. **2.** To keep working at consistently. **3.** To defend against enemies. **4.** To argue in favor of an idea.

Now read this sentence from the passage.

In order to maintain our earth island, we need to learn how to manage our use of materials.

What does maintain mean in this sentence?

- A)* definition 1
- B) definition 2
- C) definition 3
- D) definition 4

2. Understand text

Items measuring reporting category 2 will ask students to identify stated information found in passages, locate explicitly stated information found in a given passage, and show an understanding of explicitly stated sequences in a text

Students will be required to identify information relating to key facts and supporting details in informational and everyday passages. In literary texts, students will be expected to identify information relating to setting, characters, and elements of the plot.

The item shown here measures students' ability to locate specific information in a given text.

(from "How to Start a Recycling Program in Your School")

**Reducing the amount of garbage
that is thrown away will help**

- A)* make natural resources last
- B) encourage people to recycle
- C) decrease the amount of litter
in schools
- D) create new uses for
aluminum products

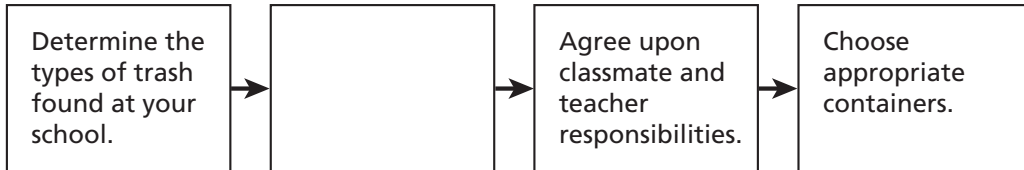
2. Understand text (*continued*)

Items will also require students to demonstrate an understanding of explicitly stated sequences in a given text. This includes not only specific sequences referred to within the passage but also the order in which information is presented in the text.

These items may appear in the graphical form seen here, or they may appear as simple selected-response items.

(from “How to Start a Recycling Program in Your School”)

Here is a sequence of steps for starting a recycling program.



Which of these would best fit in the empty box?

- A) Make sure to label your containers clearly and properly.
- B) Inform your classmates about the progress of your program.
- C) Ask your parents to take the materials to the proper locations.
- D)* Find out what recycling resources are available in your community.

3. Analyze text

Items measuring reporting category 3 will require students to identify main ideas and themes, summarize events, and make a number of inferences about various aspects of the text. While items that measure skills found in reporting category 2 deal with explicitly stated information, these items will require students to make inferences based on implicit aspects of a given passage.

In items such as this one, students will be required to make inferences about basic story elements including plot, setting, main problem, and conflict.

(from “Unseen City”)

The events in this poem take place

- A)* on a summer day
- B) on a winter evening
- C) during a spring rain
- D) during an autumn storm

This item also measures students’ ability to make inferences regarding story elements, but unlike the previous item, it requires a much more complete understanding of the poem’s setting.

(from “Unseen City”)

The speaker’s description of the unseen city is most likely based on

- A) a place he is familiar with
- B)* an idea that has come to him
- C) a dream he had the night before
- D) an experience he had when he was young

3. Analyze text (*continued*)

The skill being measured in this item is the ability to summarize important ideas and events in a passage.

Items similar to these may also ask students to choose the best overall summary of a given passage.

(from “Someone Else Did It”)

Which of these best states Devon’s main problem in the passage?

- A) He wants to be nice to people but cannot.
- B) He wants to tell the truth but is not able to.
- C)* He is uncomfortable with doing good deeds.
- D) He is unsatisfied with other people’s behavior.

This item measures students’ ability to identify the main idea of a given passage.

(from “Salvaging the Future”)

Which of these best describes the main idea of the passage?

- A) The earth is like an island in space.
- B) The reuse of raw materials can create problems.
- C) Landfills are becoming important sources of energy.
- D)* People are discovering new ways of reusing garbage.

This item measures students’ ability to identify the theme of a given passage.

(from “Someone Else Did It”)

Which of these themes is best shown in the passage?

- A) It is necessary to be a little dishonest at times.
- B) Solving problems in creative ways can be difficult.
- C)* It is important to take responsibility for one’s actions.
- D) Seeing things from other people’s points of view can be helpful.

3. Analyze text (*continued*)

Items such as these will ask students to analyze implied comparisons or contrasts in a given text.

(from “Salvaging the Future”)

Read this sentence from the passage.

More and more people today are realizing how important it is that we think hard about making all kinds of things reusable instead of just disposable.

This sentence shows that people today

- A) know more about methane
- B)* use resources more intelligently
- C) throw garbage away more frequently
- D) have more time to take care of landfills

This item measures students’ ability to draw conclusions based on information implicit in the text. Essentially, this item requires students to locate a very specific piece of information in the text and use it to analyze a cause and effect relationship.

(from “How to Start a Recycling Program in Your School”)

Which of these best explains why it is important to label containers?

- A) Teachers will need to know where to take the different materials.
- B) Classmates will be curious about how much is recycled every week.
- C) If recyclables are kept separate, it will be easier to keep accurate records.
- D)* If materials are placed in the wrong bins, it will be necessary to sort them by hand.

This item also deals with an implied cause and effect relationship, asking students to infer a character’s motives from evidence in the text. Though in some ways similar to the previous item, this item requires students to make their inferences by considering the passage as a whole.

(from “Someone Else Did It”)

Devon’s mother most likely makes a cake for Someone Else because she

- A) is angry with Devon
- B) is joking with Devon
- C)* wants to teach Devon a lesson
- D) wants to give Devon a reward

3. Analyze text (*continued*)

Other items will require students to analyze an author's use of language. The item shown here asks students to identify the basic function of a given phrase. In the process, the student is also making an inference regarding the action and the setting of the poem.

Students will also be expected to analyze an author's use of language in brief constructed-response items.

(from "Unseen City")

In line 6, the phrase "appear and disappear" shows that

- A) the weather is making it hard to see
- B) the men are hidden by passing traffic
- C)* the men are climbing in and out of sight
- D) the speaker is opening and closing his eyes

This item requires the student to analyze the author's use of language in order to determine the overall purpose of a given passage. Here, the item essentially asks the student to make inferences regarding the tone of the poem, though the idea of tone is phrased in terms of the author's intended effect upon his audience.

(from "Unseen City")

The poet probably wanted "Unseen City" to

- A) make the reader laugh
- B) change the reader's opinions
- C)* create a mental image for the reader
- D) provide the reader with useful information

This item measures students' ability to analyze an author's use of a literary device, in this case, simile. Students will not be expected to label literary devices.

(from "Salvaging the Future")

Read this sentence from the passage.

Living on earth is like being stranded on a desert island.

The author probably included the underlined phrase in order to help the reader

- A)* feel how important recycling is
- B) know how upsetting isolation can be
- C) think about alternatives to oil and coal
- D) learn about other ways of looking at life

4. Evaluate and extend text

Items measuring reporting category 4 will address students' ability to make connections between texts (or between text and self or text and world), make predictions, identify an author's purpose, and evaluate the author's word choice.

Students will also be tested on their ability to distinguish fact from opinion, distinguish between important and unimportant details, analyze the author's use of language, and analyze texts either in the context of other texts, personal experience, or facts from the outside world.

In the item shown here, the skill being measured is the ability to determine the relative importance of given details.

(from "Someone Else Did It")

Which of these events best shows that Devon has finally changed his ways?

- A) Devon mows his grandmother's lawn.
- B) Devon rearranges his teacher's bookshelf.
- C)* Devon tells his coach that Someone Else has left town.
- D) Devon tells his sister that Someone Else has eaten her food.

This item focuses on students' ability to distinguish fact from opinion. To answer this item correctly, students must be able to recognize the difference between a value judgment and a statement of fact.

(from "Salvaging the Future")

Which of these statements from the passage is an opinion?

- A)* Well, what is and what isn't "garbage" is in the eye of the beholder, too.
- B) Every person in the United States creates about 1,460 pounds of trash a year.
- C) And yes, the Biobus ran on biodiesel made from used cooking oil!
- D) When certain types of garbage break down, a gas called methane is given off.

4. Evaluate and extend text (*continued*)

In this item, students are asked to analyze paired passages in the context of one another. Specifically, this item requires students to recognize the way in which the two passages share similar concerns.

Items requiring students to compare, contrast, or synthesize paired texts will appear both in selected-response and brief constructed-response formats.

(pairing “Salvaging the Future” and “How to Start a Recycling Program in Your School”)

Which of these ideas is important to both “Salvaging the Future” and “How to Start a Recycling Program in Your School?”

- A) Composting materials can produce methane.
- B) Recycling glass can require a great deal of energy.
- C) It is often better to reuse materials than to recycle them.
- D)* It is necessary for people to think about garbage in new ways.

Reading Assessment Rubrics

General Rubrics for Brief Constructed-Response Items

3 points

- The response demonstrates thorough understanding of the reading concept embodied in the task.
- The response is accurate, complete, insightful, and fulfills all the requirements of the task.
- Necessary support and/or examples are included.
- Information is clearly text-based.

2 points

- The response demonstrates partial understanding of the reading concept embodied in the task.
- The response is accurate and fulfills most of the requirements of the task.
- Necessary support and/or examples may not be complete or clearly text-based.

1 point

- The response demonstrates an incomplete understanding of the reading concept embodied in the task.
- The response provides some information that is text-based, but does not fulfill the requirements of the task.
- Information provided is too general or too simplistic.
- Necessary support and/or examples may be incomplete or omitted.

0 points

- The response demonstrates no understanding of the reading concept embodied in the task.
- The response is inaccurate, confused, or irrelevant.
- The student has failed to respond to the task.

Sample Reading Items: Constructed Response

General Information on CTB/McGraw-Hill

Handscoring Facilities and Processes

Student answers to the constructed-response items included on the WKCE–CRT are scored at one of CTB/McGraw-Hill’s handscoring facilities. CTB maintains four full-time handscoring centers located throughout the country. These centers include sites in Salinas, California; Mather, California; Indianapolis, Indiana, and Delran, New Jersey.

CTB uses an imaging handscoring system to present images of scanned test books to trained readers who assign scores for constructed-response items. After training, readers view scanned assessment images on high-quality 19-inch workstation monitors. Images of student responses are automatically routed to two or more readers when required, and images of specific subsets of test items can be routed to designated groups of readers trained to score those items.

Scoring supervisors direct and organize the assessment process and train team leaders and readers. Scoring supervisors have extensive experience as team leaders prior to their selection and are subject-area experts in the content that they supervise and train.

Team leaders are assigned based on their education, scoring experience, and previous success. Team leaders are selected from a pool of highly successful readers. In addition to demonstrated skill and consistency in scoring, team leaders are selected for their interpersonal skills and organizational abilities.

Readers must have at least a bachelor’s degree to be able to score for CTB. In addition, about 25% have master’s degrees or higher; 40% have taught in schools and/or universities, and approximately 33% have degrees in education. Checks are in place to ensure that readers are qualified to score the specific subject matter at each of the corresponding grades assigned to them for a project.

Rangefinding Meetings

Rangefinding meetings are held prior to any scoring of constructed-response items. These meetings involve CTB staff from both handscoring and content, curriculum and assessment specialists from the Wisconsin Department of Public Instruction, as well as a group of Wisconsin teachers with expertise in the appropriate subject matter and grade levels under consideration. The purpose of these meetings is to create clear guidelines for assigning each score point for each constructed-response item. This collaboration is critical in order to ensure that scoring interprets state-approved rubrics in a manner that is consistent with the philosophy, curricula, and pedagogy of teachers in the state of Wisconsin. The foundation of future operational scoring is

created at these rangefinding meetings, as the committee communicates scoring decisions and philosophies associated with each item.

In preparation for rangefinding, a small group of hand-selected CTB team leaders and supervisors sort through a representative sample of student responses looking for a variety of response quality. The scoring supervisor accesses images of scanned student responses and creates either an electronic file of image responses or print responses to assure that the initial review is from a statewide, representative sample. The scoring supervisor reviews constructed-response questions, the state-approved rubrics, and drafted item-specific scoring guides for the items with team leaders. Team leaders sort responses into “high,” “medium,” and “low” folders, making notes on any unique or varied responses. The scoring supervisor reviews the selections, focusing on the noted unique or varied responses and narrowing down possible score points. Master sets are then created for anchors, training sets, qualifying sets, and horizontal papers. These master sets are used during the rangefinding meeting.

During the rangefinding meeting, CTB participants create detailed notes, refine item-specific scoring guides, and listen carefully to the discussion and resolutions on scoring each item to ensure that they completely understand scoring decisions and philosophy and can effectively communicate these decisions and philosophies to reader staff. Following the rangefinding meeting, the scoring supervisor uses these detailed notes and refined item-specific scoring guides to annotate the papers included in master sets.

Maintaining Reliability During the Scoring Process

CTB has multiple processes in place to control both inter-rater reliability (scoring consistency among different readers) and intra-rater reliability (scoring consistency for each reader from day to day).

Intra-rater Reliability

Once a reader has been qualified to score constructed-response items at a specific grade/content area, the daily process of checking that reader’s accuracy begins. Calibration sets of pre-scored papers (check sets) are administered daily to the team leaders and readers to monitor scoring accuracy and to maintain a consistent focus on the established rubric and guidelines. Electronic imaging makes it possible to intersperse the check set papers so that readers do not know that a check set is being administered. Readers whose check set scores regularly fall below the qualifying level are removed from live scoring and are given additional training and another qualifying round. Readers unable to re-qualify are dismissed.

Inter-rater Reliability

CTB uses several means of establishing and maintaining inter-rater reliability. First is the implementation of a qualifying round of training

papers, in which all trainees must obtain a minimum rate of score agreement with pre-established scores assigned by the training materials development team. A second measure, known as the “read-behind,” involves a table leader checking a sample of readers’ scores. Guidelines for score agreement on read-behinds are developed in advance, and when a reader’s score agreement on this measure is below the minimum, the table leader retraines the reader. The read-behind helps maintain the consistency of accurate scoring by readers. It also helps to quickly spot readers who are inconsistently applying the scoring criteria. The third measure is the use of validity check sets during the scoring of actual “live” student responses. This measure looks for score agreement (accuracy), and is used to identify readers or teams that have drifted from the scoring consensus established during reader training. Where check set results are below the minimum standard, readers are retrained before they are permitted to resume live scoring.

Brief Summary of Scoring Terms

Anchor Papers: Anchor papers are carefully selected student responses that are chosen to represent a solid mid-point of the range of a particular score point. Anchor papers, along with annotations, are selected and/or approved during rangefinding meetings.

Check Sets: Sets of pre-scored papers that are administered daily to team leaders and readers during live scoring to monitor scoring accuracy and maintain a consistent focus on the established rubrics and guidelines.

Horizontal Training Rounds: In the horizontal training rounds, readers receive more in-depth training for each item. One of the major purposes of horizontal training papers is to show readers the range of each score point.

Qualification Papers: Qualification papers are used to validate evaluators’ assessment skills before live scoring begins. The scoring philosophy demonstrated in the rubrics and rangefinding documents, as well as the most important scoring issues covered in the training rounds, are represented in the qualifying papers.

Scoring Guides: The scoring guides are essentially the major scoring resource for all readers. They contain the constructed-response question, the state-approved rubric, and item-specific criteria for each score point. Accompanying the scoring guides are the annotated rangefinding papers.

Training Sets: Training sets give the readers the practice they need in accurately applying the scoring guide. Training set papers, along with annotations, are selected and/or approved during rangefinding meetings.

Validity Check Sets: Validity check sets are similar to qualification sets, except that they are administered during the scoring of actual “live” responses as an on-going check of readers’ assessment skills.

Providing Support for Constructed-Response Items

The general rubrics for constructed-response items specify that student responses must provide necessary support or examples that are clearly text-based in order to receive full credit. Text-based support is that which shows that a student's response interacts substantially and meaningfully with specific aspects of a given passage.

Direct quotation from the passage is the most obvious example of support that is clearly text-based. However, quotations that are chosen poorly or haphazardly may do little to demonstrate a student's understanding of a given text. Also, relevant quotations not accompanied by necessary explanation can often only give a general indication of the direction of a student's thinking. In their responses, students must not only provide relevant information from the text, but they must also demonstrate that they understand *why* the information is relevant.

Though direct quotation can serve as excellent support in a response, students need not quote directly from the passage in order to earn full credit. Accurate paraphrasing or characterization of elements in the passage can be sufficient to show that a response is firmly rooted in the particulars of the text. In many cases, students' ability to synthesize important information serves as a better indication of comprehension than does the use of verbatim quotation.

(from “Salvaging the Future”)

Summarize the ways people are trying to reduce the amount of garbage that ends up in landfills. Be sure to thoroughly support your answer with examples and details from the passage.

3-Point Response #1

People are starting to realize that we will run out of space to throw away our garbage. So people now are more interested in re-using garbage to make new things, such as biodiesel, which helps power cars, methane, which comes from certain types of garbage are broken down. Recycled items can also make things we need for everyday life, such as the road that was paved with asphalt from broken down computers, or the track might've been made from tires, or tennis shoes, or you're Fleece sweater might've been a bottle.

This response shows a complete grasp of the passage and presents a rather comprehensive summary of the main idea. Furthermore, it is very well supported with details from the text.

3-Point Response #2

Today, landfills are becoming an important thing. We don't want the earth covered in trash, so we use the trash. We use cooking oil for car gas, computers that are used to make roads, and tires which are used to make track fields.

We are trying to conserve our resources, and trash is helping.

This response is more succinct than the previous one, but it does, however, demonstrate a solid grasp of the main idea of the passage and makes adequate use of text-specific detail.

2-Point Response #1

People are trying to reduce the amount of garbage by breaking it down and making stuff out of it. Like some people were using Biodiesel to run there bus and it worked. The Biodiesel was made out of used cooking oil.

This response demonstrates a fundamentally sound understanding of the issue at hand, but it makes only limited use of detail from the text.

2-Point Response #2 (low)

People are trying to reduce the amount of landfills by recycling
and reusing more and more products. Paved roads can be made
out of computers and people are learning to reuse this stuff.

This response shows a partial understanding of the passage, though some of the details seem to be slightly garbled. Also, though it offers some textual support, that support is not well coordinated.

1-Point Response #1

With everything ending up in Land fills, we could us it for other
things, like our cars, planes, boats, and othe transporting things.
We could have boats run on water, planes run on air or the sun's
rays, and keep the trash for cars, homes, and living for the rest
of our lives. So lets try to invent more ways to use our trash
than throw it away, on the side of the street. O.K.?

Though this response seems to demonstrate a superficial understanding of the passage, it does not actually interact with the question or the passage in any substantial way. Furthermore, the logic of the response is somewhat confused, making it unclear what exactly the student is trying to communicate.

1-Point Response #2 (low)

People are trying to cut down on the garbage going into landfills
by reusing more of their thrown out garbage. Like the kids that
made biodiseale.

This response shows a limited understanding of the passage and provides only fragmentary textual support.

(from “Salvaging the Future” and “How to Start a Recycling Program in Your School”)

Explain how both “Salvaging the Future” and “How to Start a Recycling Program in Your School” show that it’s important to change people’s habits. Be sure to thoroughly support your answer with examples and details from the passage.

3-Point Response #1

The two articles show that it's important to change people's habits by telling what can happen if we don't! “Salvaging the Future” says that more than 430 billion pounds of trash are made in the United States every year. We have to start recycling and reusing more or else all the trash will take over. “How to Start a Recycling Program” teaches that if we reuse things, like paper, our natural resources will last longer. They both show how easy it can be to change YOUR habits!

This response gives an excellent overview of each passage’s argument in favor of changing people’s use of natural resources. It provides thorough, well-organized textual support, including relevant details from each text.

3-Point Response #2

"Salvaging the Future" and "How to Start a Recycling Program in Your School" both tell how it's important to change people's habits of just throwing everything away by showing how we can reuse garbage and how to get a program started. "Salvaging the Future" tell us that we can recycle things like used cooking oil and turn it into something that can be used again. The second story tells us how easy it is to recycle, and how often we use recycled things, like recycled containers.

This response fully addresses the question posed by the item, giving specific, relevant examples from the text as support. Though the support for "How to Start a Recycling Program in Your School" confuses the two texts somewhat, ultimately, the response demonstrates a solid understanding of the two passages.

2-Point Response #1

In both of the passages it told us about recycling and how it can make old things new again. It is important for everyone to recycle because if we didn't it would be bad for our environment. If we all recycled then we would have something new like a jacket instead of a bunch of bottles in a landfill.

This response demonstrates a strong, but imperfect understanding of the two passages. It also makes use of some textual support, but the information cited is not coordinated well enough to fully explain how each passage argues in favor of people changing their habits.

2-Point Response #2

Both story examples show how important it is not to throw out so much garbage. If we don't throw out so much we could be saving natural resources. We could reuse many items. We could even make things with lots of our garbage. For example, clothing and methane.

This response shows a general understanding of the two passages but does not go into a great deal of detail when explaining how the two passages discuss specific measures people are taking. The response makes an effort to include some support, but this support, though accurate, is very general in nature.

1-Point Response #1

I think that it shows importance by saying all of the things we
can lose by not takeing control. We could lose the most import,
all of our natural resorses, and loseing this we could lose life
of plants and animals and most importantly people.

This response operates mostly in broad, general terms, and the issues it refers to seem to come from information not found in the texts. It does, however, touch on the key idea of “taking control” of the future that is addressed in both passages.

1-Point Response #2

It is important to change peoples habbits because even
throughing one piece of paper the garbage and not the recycle
can make a big difference. It also could by reuseing things like
paper and bottles.

This response attempts to respond to the question, but exhibits minimal understanding of the two passages. Though it makes an attempt to provide textual support, ultimately the support lacks specificity.

(from “Someone Else Did It”)

Explain how the author’s repetition of the phrase “someone else” supports the main idea of the passage. Be sure to thoroughly support your answer with examples and details from the passage.

3-Point Response #1

The main idea of this story is that it’s important to take responsibility for your own actions, whether they are good or bad. At first, Devon always blames things on “someone else,” like when he eats food that doesn’t belong to him or doesn’t do well on a test. But then he decides to be a better person and he lets “someone else” take credit for things like straightening the bookshelf and mowing the grass. Repeating the idea of “someone else” in this story reminds the reader to take responsibility AND credit.

This response demonstrates a fairly full understanding of the thematic resonance of the phrase in the passage. Using direct quotes from the text, the student manages a rather succinct explanation of the way in which the use of the phrase subtly points to the main idea of the text.

3-Point Response #2

Devon uses the phrase, "Someone Else did it," a lot in this story, when he's the one responsible. Be it a good deed or bad, Devon denies ever doing it. So, when people started asking Devon to deliver gifts to "Someone Else," he realizes that whatever your actions are, they're yours and no one else's. "Someone Else" is a name and a phrase in this story: a phrase Devon says and a name of someone people understand does good deeds.

This response shows a very good understanding of the main idea of the passage and the ways in which the phrase in question serves as something of a motif in the story. The response also makes fairly good use of textual support.

2-Point Response #1 (high)

The author is trying to tell you too take responsibility for your own actions, and to say that you did something and not hide it in. Devon always said, "Someone else did it!" and blames it on other people. He didn't take responsibility.

The response shows an excellent understanding of the main idea of the passage, but it fails to provide enough in the way of specific textual detail to support this reading.

2-Point Response #2

"Someone else" supports the main idea because Devon always lamed what he did on some one else. Even if it was a bad thing he did or a good thing. When he did something wrong like at the food out the refridgerater he lamed it on someone else. When he did all those other good things he lamed that on someone else too.

The response demonstrates a solid understanding of the basic interaction between the use of the phrase and the larger passage, complete with a good amount of textual support. However, the response is also a bit lacking when it comes to an overall understanding of the main idea of the passage.

1-Point Response #1

It supports it because he says everything he does someone else
does.

This response demonstrates either a minimal understanding of the passage or a minimal interaction with the question.

1-Point Response #2

"Someone Else" is repeated a lot and by doing so, it shows that
he has a very hard time telling the truth. I think that "someone
else" could be anyone. All you have to do is realize that someone
else could be you.

Though this response hints at an understanding of the phrase's thematic function in the story, ultimately it demonstrates a very limited grasp of both the passage and the issue at hand.

Chapter 5 Mathematics

Mathematics Manipulatives

Students will use CTB-approved punch-out tools during the test sessions. The table below shows which punch-out tools will be provided at each grade level. Students will be prompted to use the appropriate punch-out tool (e.g., “Use the centimeter side of your ruler to help you solve this problem.”). The ruler or protractor icon will appear next to the item number box. Students will not be prompted to use their calculators, nor will a calculator icon be used.

Grade Level	Tools	Tool Features
3	ruler (U.S. customary and metric) pattern blocks	ruler interval: 1/2 inch, centimeter
4	ruler (U.S. customary and metric) pattern blocks pentomino (one asymmetrical shape used for the transformational geometry)	ruler interval: 1/4 inch, centimeter
5	ruler (U.S. customary and metric) pattern blocks	ruler interval: 1/8 inch, millimeter
6	ruler (U.S. customary and metric) protractor tangrams	ruler interval: 1/16 inch, millimeter
7	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter
8	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter
10	ruler (U.S. customary and metric) protractor	ruler interval: 1/16 inch, millimeter

Calculator Use Policy

The use of calculators varies by grade, and calculators must be made available to each student participating in the assessment.

Using calculators in grades 3 and 4 is prohibited for all sessions of the test. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use a calculator during the problem-solving sessions of the test. No student may use a calculator during the computation sessions of the test. Access to calculators in grades 5–8 and 10 is required, and calculators must be made available to each student participating in the assessment. CTB provides rulers and other manipulatives but does not supply calculators.

Grade	Calculator Usage
3, 4	DPI Policy: Calculators are prohibited.
5, 6, 7, 8	DPI Policy: <ul style="list-style-type: none">• There will be a non-calculator session.• Access to four-function calculators is required.• Use of a scientific calculator is a student option.• Use of a graphing calculator is a district decision. Additional Comments: <ul style="list-style-type: none">• Calculators or other electronic devices that possess any of the following features are not permitted:<ul style="list-style-type: none">— QWERTY keyboard— Devices that make noise or “talk”— Touchscreen, electronic writing pad, pen-input or stylus-driven entry systems— Removable memory units— Image capture or video recording or transmission— Sound recording or transmission— Wireless communication (infrared, cellular, radio, etc.)• Graphing calculator memory must be cleared.• Examiner manuals will provide procedures for clearing calculator memory before and after testing.

Calculator Use Policy (*continued*)

Grade	Calculator Usage
10	<p data-bbox="662 243 824 275">DPI Policy:</p> <ul data-bbox="662 296 1398 436" style="list-style-type: none"><li data-bbox="662 296 1187 327">• There will be a non-calculator session.<li data-bbox="662 348 1398 380">• Access to scientific or graphing calculators is required.<li data-bbox="662 401 1300 436">• Use of a graphing calculator is a district option. <p data-bbox="662 474 976 506">Additional Comments:</p> <ul data-bbox="662 527 1468 1157" style="list-style-type: none"><li data-bbox="662 527 1468 600">• Calculators or other electronic devices that possess any of the following features are not permitted:<ul data-bbox="695 621 1468 1010" style="list-style-type: none"><li data-bbox="695 621 1008 653">— QWERTY keyboard<li data-bbox="695 674 1170 705">— Devices that make noise or “talk”<li data-bbox="695 726 1468 800">— Touchscreen, electronic writing pad, pen-input or stylus-driven entry systems<li data-bbox="695 821 1073 852">— Removable memory units<li data-bbox="695 873 1373 905">— Image capture or video recording or transmission<li data-bbox="695 926 1162 957">— Sound recording or transmission<li data-bbox="695 978 1446 1010">— Wireless communication (infrared, cellular, radio, etc.)<li data-bbox="662 1031 1276 1062">• Graphing calculator memory must be cleared.<li data-bbox="662 1083 1398 1157">• Examiner manuals will provide procedures for clearing calculator memory before and after testing.

Sample Mathematics Items: Selected Response

Mathematics items on the WKCE-CRT are aligned with the Wisconsin assessment frameworks. These items may be divided into six categories corresponding with the various reporting categories.

A. Mathematical Processes

Currently, in grades 6–8, Objective A is measured only in the Step B component of brief constructed-response items.

B. Number Operations and Relationships

This item focuses on the usefulness of specific operations in a given situation. Students should identify the correct operation to find the solution.

A bakery is shipping 230 loaves of bread. The bread will be packed in boxes. If 5 loaves of bread will be packed into each box, how many boxes will the bakery need?

- A)* 46
- B) 56
- C) 1,050
- D) 1,150

This item measures students' ability to solve problems using basic multiplication skills. Students should identify the correct operation to find the solution.

Joe is working in his flower garden. He plants 1 rose bush for every 5 tulip bulbs. If Joe plants 4 rose bushes, how many tulip bulbs would he plant?

- A) 5
- B) 9
- C)* 20
- D) 25

B. Number Operations and Relationships (continued)

This item measures students' ability to apply place values of whole numbers less than 10,000,000 in numbers. When the answer choices are read aloud, the differences between them are more evident.

The average distance between Earth and the moon is approximately two hundred thirty-seven thousand, six hundred seventy-four miles. What is this number as written in standard form?

- A)* 237,674
- B) 237,764
- C) 2,037,674
- D) 2,037,764

This item deals with estimating the sum of whole numbers. Students should pay close attention to the underlined word in the stem to find the correct solution. Each number should be rounded to the same place value.

Maria paid three car repair bills. The amounts she paid are shown below.

\$275.45 \$124.95 \$401.05

Which of these is the best estimate of the total amount Maria paid for the three car repair bills?

- A) \$700
- B) \$750
- C)* \$800
- D) \$850

This item measures students' ability to find the Greatest Common Factor of two or three numbers. Every answer choice should be used before deciding on the solution.

What is the greatest common factor of 36, 54, and 90?

- A) 6
- B) 9
- C)* 18
- D) 36

B. Number Operations and Relationships (continued)

This item allows students to demonstrate understanding of the concept of division with fractions in a contextual setting and to use proportional thinking without necessarily setting up a formal proportion. Students are expected to follow a two-step process for this type of item.

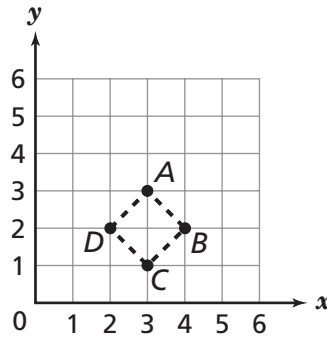
Brad uses $\frac{2}{3}$ of a cup of milk to make
8 muffins. How many muffins can Brad
make if he uses exactly 6 cups of milk?

- A) 9
- B) 32
- C) 48
- D)* 72

C. Geometry

This item focuses on students' ability to identify the translation of a figure with vertices at integer coordinates on grid lines in any of the four quadrants between -10 and 10 . Other items that measure this objective and sub-skill might ask students to draw or identify the reflection of a triangle across either the x -axis or the y -axis.

Look at the diagram of the shape on the coordinate grid below.



Liam shifts point B one unit to the right and one unit up. He then shifts point C one unit to the left and one unit down.

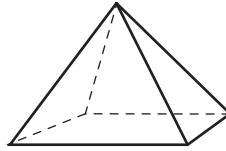
Which new shape did Liam make by shifting points B and C ?

- A) square
- B) triangle
- C) rhombus
- D)* trapezoid

C. Geometry (*continued*)

This item allows students to determine the number of edges and vertices, given an illustration of a three-dimensional figure. In items of this type, the “hidden” edges are shown with a dashed line.

Look at the diagram of the 3-dimensional figure below.

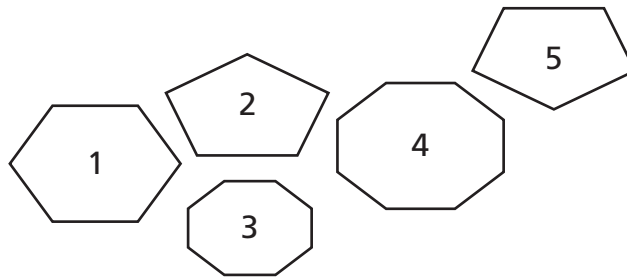


How many edges and vertices does the figure have?

- A) 4 edges and 5 vertices
- B) 5 edges and 4 vertices
- C) 5 edges and 8 vertices
- D)* 8 edges and 5 vertices

This item deals with identifying figures that are congruent and/or similar from a set of no more than five figures. Other items that measure this objective and sub-skill might ask students to find the area of a rectangle given two smaller rectangles or to identify and describe three-dimensional shapes from multiple perspectives.

Look at the shapes below.



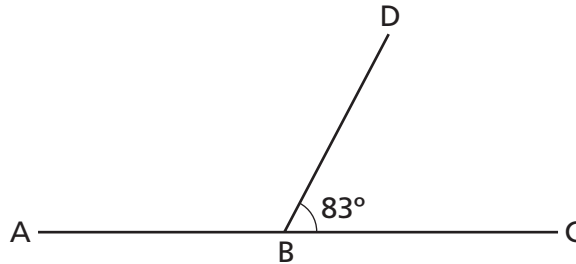
Which two shapes appear to be congruent?

- A) 1 and 3
- B) 1 and 4
- C)* 2 and 5
- D) 3 and 4

C. Geometry (*continued*)

This item focuses on students' ability, when given a linear adjacent and supplementary pair of angles and the measure of one angle, to find the measure of the second angle. Students can use the diagram to help verify their answer.

Look at the figure below.



Note: The figure is not drawn to scale.

What is the measure of angle ABD?

- A) 93°
- B)* 97°
- C) 103°
- D) 107°

D. Measurement

This item focuses on identifying appropriate units to measure length. Students can connect each unit of measure with their own experiences.

What is the best unit to use to estimate the length of an adult tiger?

- A)* feet
 - B) ounces
 - C) pints
 - D) pounds
-

This item covers converting customary units of measure within a system. The first step to finding the solution can be identifying whether the units of measure are changing from smaller to larger or from larger to smaller.

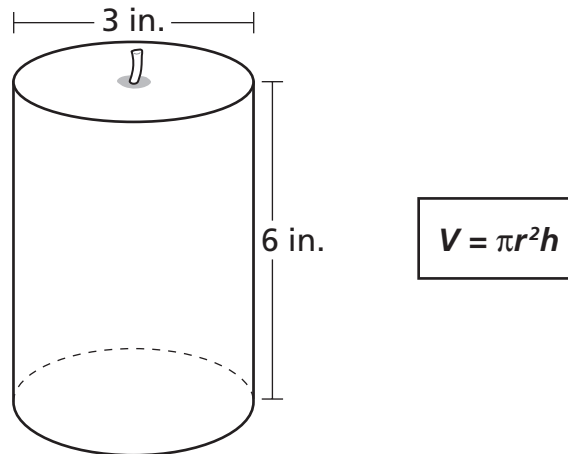
How many grams are in 0.5 kilograms?

- A) 0.05
- B) 5
- C) 50
- D)* 500

D. Measurement (*continued*)

This item deals with determining the volume of cylinders in a real-world context. The formula is given when determining volume of cylinders.

Jasmine's class is making candles for a class project. One of the candles is shown below.



Which is the closest to the volume of the candle? (Use 3.14 to approximate π .)

- A)* 42.39 cubic inches
- B) 84.78 cubic inches
- C) 169.56 cubic inches
- D) 339.12 cubic inches

This item deals with converting units within a system. Students are expected to follow a two-step process for this type of item.

Ella measures a tennis racket. It is exactly 2 feet in length. What is the length, in inches, of this tennis racket?

- A) 20 inches
- B)* 24 inches
- C) 60 inches
- D) 72 inches

E. Statistics and Probability

This item measures the ability to describe a given set of data of 10 items or less and to use mode to extract information from organized tables. Students should pay close attention to the underlined word in the stem to find the correct solution.

The table below shows the number of lemons that were picked from Irene's lemon trees each day during one week.

Lemons

Day	Number Picked
Monday	12
Tuesday	11
Wednesday	14
Thursday	13
Friday	11
Saturday	13
Sunday	11

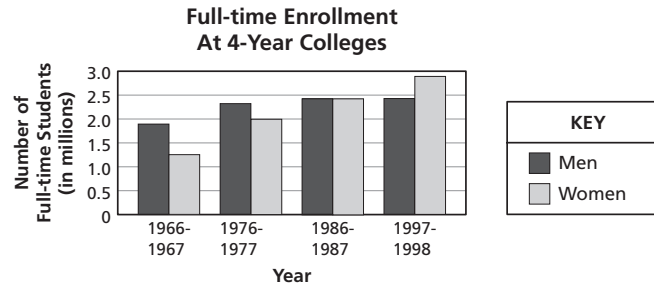
What is the mode of this set of data?

- A)* 11
- B) 12
- C) 13
- D) 14

E. Statistics and Probability (*continued*)

This item measures the ability to describe a given set of data of 10 items or less and to use mode to extract information from organized tables. Students should pay close attention to the underlined word in the stem to find the correct solution.

Look at the graph below.



Based on the information in the graph, which of these statements is the most accurate?

- A) Between 1966 and 1998, the number of men enrolled full-time at 4-year colleges declined.
- B) Between 1976 and 1977, the number of women enrolled full-time at 4-year colleges was more than the number of men.
- C) Between 1986 and 1987, the total number of full-time students enrolled at 4-year colleges was about 2.3 million.
- D)* Between 1966 and 1998, the total number of full-time students enrolled at 4-year colleges grew from about 3.2 million to about 5.3 million.

E. Statistics and Probability (*continued*)

This item covers finding the mode of a set of data. Students are expected to follow a two-step process for this type of item.

Eva's class recorded the daily low temperature for 15 days. The temperatures are shown below.

42 63 52 60 53 44 58 64 50 54 62 54 45 47 52

What is/are the mode(s) of this data set?

- A) 52
- B) 53
- C)* 52 and 54
- D) 53 and 54

F. Algebraic Relationships

This item allows students to solve two-step multi-operational equations (with “box” variable). Students should also be familiar with following the correct order of operations.

Luis brought 4 bags of cookies and 24 individual cookies to class for a total of 60 cookies. The equation below shows how to find n , the number of cookies in each bag.

$$4 \times n + 24 = 60$$

What is the value of n ?

- A) 4
 - B)* 9
 - C) 27
 - D) 36
-

This item focuses on identifying a pair of equivalent numerical expressions when using the commutative property with addition. Students should be reminded that, due to the operation symbols, only one answer choice will equal the expression.

Look at the expression below.

$$(m + 3) \times (n + 5)$$

Which of these is equivalent to the expression given?

- A) $mn + 15$
- B) $mn + 3n + 15$
- C)* $(5 + n) \times (3 + m)$
- D) $(m + n) \times (3 + 5)$

F. Algebraic Relationships (*continued*)

This item deals with writing an algebraic expression (with one or two operations) which generalizes a linear pattern. Students are expected to identify and apply the rule evident in the first four numbers.

Look at the number pattern below.

6, 12, 18, 24, . . .

If this pattern continues, which expression represents the rule for finding the n th term of the pattern?

A) $6n$

B) $3n$

C) $2n + 4$

D) $8n - 2$

Mathematics Assessment Rubrics

General Rubrics for Brief Constructed-Response Items

Step A

1 point

- The student provides the correct response.

0 points

- The student provides an incorrect response.

Step B

2 points

- The student demonstrates a thorough understanding of the concepts and/or procedures represented in the problem.
- The student uses appropriate mathematical procedures and/or concepts to explain or justify the response to Step A, and provides clear and complete explanations and interpretations containing words, calculations, or symbols unless otherwise specified in the item stem.
- The response may contain minor flaws that do not detract from the demonstration of a thorough understanding of the problem.

1 point

- The student demonstrates only a partial understanding of the mathematical concepts and/or procedures represented in the problem.
- The response lacks an essential understanding of the underlying mathematical concepts used to provide the response to Step A.
- The response contains errors related to the misinterpretation of important aspects of the problem, misuse of mathematical procedures and/or concepts, or misinterpretation of results.

0 points

- The student provides a completely incorrect explanation or justification, or one that cannot be interpreted.

Sample Student Responses: Constructed Response

Grade 6

The amount of video game time Henry is allowed each week follows a pattern based on the number of books he reads that week, as shown in the table below.

Step A

Fill in three more pairs of numbers that fit the pattern in the table below.

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$

Step B

Use what you know about patterns to explain how you found your answer. Use words, numbers, and/or symbols in your explanation.

Score Point 3—Response #1

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
6	$3\frac{1}{2}$
8	$4\frac{1}{2}$
10	$5\frac{1}{2}$

Step B: Every book = $\frac{1}{2}$ an hour

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response shows a full understanding of the pattern in Step A and explains the basis of that pattern succinctly in Step B.

Score Point 3—Response #2

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
6	$3\frac{1}{2}$
8	$4\frac{1}{2}$
10	$5\frac{1}{2}$

Step B: I found out that every two books he reads, he adds an additional hour to his video game time.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response provides the correct answer in Step A and fully explains the pattern in Step B for a total score of three points.

Score Point 2—Response #1

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
6	$3\frac{1}{2}$
8	$4\frac{1}{2}$
12	$6\frac{1}{2}$

Step B: Henry gets to play video games a half an hour anyway for every two books he gets an hour.

Scoring Comments

Step A
Score Point: 0

Step B
Score Point: 2

Total Score: 2

The response earns no credit on Step A because it provides an incorrect characterization of the pattern as it appears in the graph. In Step B, however, the student shows a full understanding of the pattern in the abstract, resulting in a score of two points.

Score Point 2—Response #2

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
6	$3\frac{1}{2}$
8	$4\frac{1}{2}$
10	$5\frac{1}{2}$

Step B: Number of books read you count by 2's
Video games you follow the pattern

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

This response answers Step A correctly and gives a partially accurate explanation of the pattern. By simply claiming that for “video games you follow the pattern,” the student cannot receive full credit for Step B since he or she has not shown an understanding of what exactly that pattern might be.

Score Point 1—Response #1

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
6	$3\frac{1}{2}$
8	$4\frac{1}{2}$
10	$5\frac{1}{2}$

Step B: For the books you have even numbers + for the video games
you go up by $1\frac{1}{2}$.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 0

Total Score: 1

This response answers Step A correctly, but offers up a poor explanation of how the student arrived at the answer. Since neither the justification for the increase in books or the increase in video game time is accurate, the student receives no points for Step B.

Score Point 1—Response #2

Step A:

Number of Books Read	Video Game Time (in hours)
0	$\frac{1}{2}$
2	$1\frac{1}{2}$
4	$2\frac{1}{2}$
8	$3\frac{1}{2}$
10	$4\frac{1}{2}$
12	$5\frac{1}{2}$

Step B: The number of books he read double and video game time adds 1.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

Total Score: 1

This response shows an incomplete understanding of the pattern in Step A, but “video game time adds 1” provides an accurate enough explanation of one element of the pattern.

Patrick made a spinner that has three colors. He spun the arrow 10 times and recorded his results in the table below.

Patrick’s Spinner Results

Color	Frequency
Blue	5
Red	2
Yellow	3

Step A

Next Patrick will spin the arrow 500 times. Based on the results in the table, how many of the 500 times is the arrow likely to land on Red?

Answer: _____ times

Step B

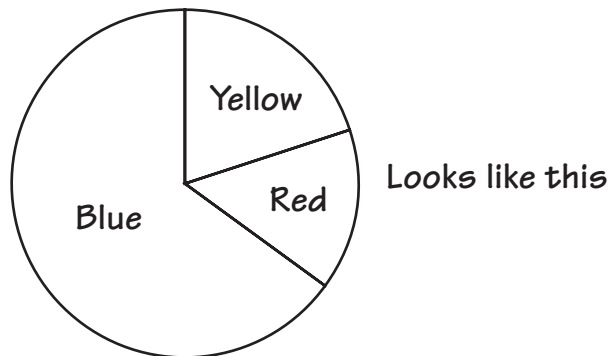
Use math to explain why your prediction is valid. Use words and/or numbers in your explanation.

Include a description of what Patrick’s spinner probably looks like.

Score Point 3—Response #1

Step A: Answer 100 times

Step B:



It would land on red about 100 times out of 500 based on the results in the table shown above, because $2 \times 50 = 100$. & you can check your answer by doing $5 \times 50 = 250$, & $3 \times 50 = 150$ so $100 + 150 + 250 = 500$. Patrick's spinner probably looks like a lot more blue, then little fewer yellow, then the smallest amount of red.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

The response answers Step A correctly. In Step B, the student provides a thorough explanation of the correct process, checks his or her results, and gives both a verbal and a visual description of what Patrick's spinner might look like.

Score Point 3—Response #2

Step A: Answer 100 times

Step B: It sounds like Patricks spinner is $\frac{1}{2}$ Blue, $\frac{1}{5}$ Red and $\frac{3}{10}$ yellow.

I made the prediction of 100 times because $\frac{1}{5} = \frac{100}{500}$.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response provides the correct answer in Step A and gives a reasonable explanation of how he or she arrived at that answer in Step B. The response also gives an accurate description, expressed as fractions, of what the spinner looks like for a total score of three points.

Score Point 2—Response #1

Step A: Answer 100 times times

Step B: 2 is $\frac{1}{5}$ of 10 and 100 is $\frac{1}{5}$ of 500

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

This response answers Step A correctly and accurately explains the correct process in Step B for a total of two points. The response does not include, however, a description of the spinner, so full credit cannot be granted.

Score Point 2—Response #2

Step A: Answer 100 times

Step B: Patrick's spinner probably is $\frac{1}{2}$ blue, $\frac{2}{5}$ red and $\frac{3}{5}$ yellow. To find out how many times it will land on red is easy. $2 \times 50 = 100$ times it will land on red.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

The response here gives the correct answer for Step A and cites the correct process in Step B. The student does not earn full credit, though, since he or she gives an incorrect description of the spinner ($\frac{1}{2} + \frac{2}{5} + \frac{3}{5} = 1 \frac{1}{2}$). Thus, the total score for this response is two points.

Score Point 1—Response #1

Step A: Answer 150 times

Step B: half of his spinner was Blue so 50% landed on that. Yellow $\frac{1}{4}$ of it and red $\frac{1}{4}$ so just by that you can figer out that ther is going to be more on Red.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

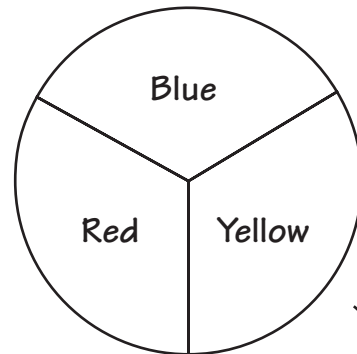
Total Score: 1

This response answers Step A incorrectly and provided an incomplete accounting of the process in Step B. The response does, however, provide a partially correct description of the spinner for one point.

Score Point 1—Response #2

Step A: Answer 5 times times

Step B:



Use math to explain why your prediction is valid. Use words and/or numbers in your explanation. Include a description of what Patrick's spinner probably looks like.

Step B: (continued) Patrick's spinner might be a circle with pie cuts on it with the colors on them. My prediction might be valid because I divided 100 into 500 which has got me the answer 5 times.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

Total Score: 1

This response answers Step A incorrectly. In Step B, the student earns one point for a fairly accurate drawing of the spinner but does not earn full credit due to an incorrect accounting of the process.

Grade 8

There are 4 pink, 2 yellow, 3 green, and 3 orange jellybeans in a dish. Aisha takes out 1 jellybean without looking.

Step A

What is the probability that the jellybean Aisha takes out will be pink?

Answer: _____

Step B

Use what you know about probability to justify your answer. Use words and/or numbers in your justification.

Score Point 3—Response #1

Step A: Answer _____ 4 out of 12

Step B: 4 pink + 2 yellow + 3 green + 3 orange equals to 12. There are 4 pink so it would be 4 out of 12.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response answers Step A correctly. In Step B, the response correctly justifies the answer in Part A by calculating the total number of jellybeans and correctly applying the result to find the probability for a total score of three points.

Score Point 3—Response #2

Step A: Answer _____ $\frac{1}{3}$

Step B: The probability Aisha will pick a pink is $\frac{1}{3}$. How you do this is see how many pink there are and then count how many total jellybeans there are. Then you put the number of pink jellybeans over the total amount and simplify.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 2

Total Score: 3

This response answers Step A correctly and in Step B correctly justifies that answer by indicating a complete understanding of theoretical probability.

Score Point 2—Response #1

Step A: Answer _____ 4 out of 12

Step B: Because there are 4 pink jellybeans and 12 in all.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 1

Total Score: 2

This response answers Step A correctly. In Step B, we see the beginning of a correct justification of the answer, but it is not completed since the student simply gives 4/12 as the probability.

Score Point 2—Response #2

Step A: Answer _____ 40%

Step B: (4, Pink) 2 yellow 3 green 3 orange TOT: 8 beans (+4) TOT: 12

$\frac{1}{3}$ of the beans are pink.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 2

Total Score: 2

This response earns no points in Step A but earns full credit in Step B for correctly justifying what *would* have been the correct answer to Step A.

Score Point 1—Response #1

Step A: Answer 4/12

Step B: If there's most of something the probability is higher. If something is less it's a lesser chance of picking something.

Scoring Comments

Step A

Score Point: 1

Step B

Score Point: 0

Total Score: 1

This response answers Step A correctly but does not indicate how the probability is found in Step B.

Score Point 1—Response #2

Step A: Answer 30%

Step B: There is a total of 12 jellybeans and there is 4 pink jellybeans.
If you divide 12 by 4 you 3, so you have 30%.

Scoring Comments

Step A

Score Point: 0

Step B

Score Point: 1

Total Score: 1

This response answers Step A incorrectly and discusses probability in reverse order in Step B for a total of one point.

Chapter 6 Appropriate Test Preparation Practices

Before Administering the Test

Prepare in advance

It is important that students are prepared to do their best on the WKCE–CRT; they should understand the purpose and format of the test and how test results will be used.

Explain the Purpose of the WKCE–CRT to Students

The test is most accurate as a measure of students' abilities when students are interested, confident, and understand testing procedures. Help students to understand the how and why of the WKCE–CRT, making sure to let them understand the reasons for the test and why it is important.

Inform students as to the role of standardized testing in the educational process, and discuss the difference between standardized assessment and classroom assessment. It is important to specifically address the fact that the WKCE–CRT serves solely as a means of measuring the skills and concepts that students have mastered. Students should be reminded that their scores on the WKCE–CRT will not affect their grades.

Review testing schedules beforehand

It is important to know the testing schedule for your school in order to ensure that the testing process goes as smoothly as possible. Regular coursework should be arranged so that there is enough time for testing without interruption.

Similarly, it is also important to anticipate possible issues regarding accommodations for English language learners and students with disabilities. Familiarize yourself with the requirements and guidelines surrounding these accommodations as found on the DPI website at <http://dpi.wi.gov/oea/specneed.html>.

Introduce Test-taking Strategies in the General Curriculum

A rich curriculum and good teaching practices are the best preparation for the test. As a part of that curriculum, however, it may be beneficial to familiarize students with some of the tasks and constraints they will encounter on the WKCE–CRT. Giving students many experiences with timed work as part of a regular curriculum can help students feel more comfortable with the format of the WKCE–CRT. Also, familiarity with selected-response and brief constructed-response items in their daily curriculum can help students to feel comfortable with the material on the WKCE–CRT.

Reading Endurance

One of the best ways to help students prepare for the reading section of the WKCE–CRT is to increase students' reading endurance. A particularly effective method of doing this is simply to allow students longer periods of uninterrupted reading as a part of the regular curriculum.

Teachers can begin by assigning students longer passages that have been divided into smaller sections, so as to incrementally transition students into extended periods of self-directed reading. Students can then be introduced to longer and longer periods of uninterrupted reading, gradually increasing the time spent and the length of the passages.

Ideally, students should be given regular opportunities to read for 45 minutes without interruption. As students expand their reading skills, teachers should model ways of synthesizing the various parts of a text.

Before the Test: Advice for Students and Parents

Students and their parents also have important roles to play when it comes to preparing for testing. By addressing some issues relating to testing beforehand, both students and parents will better know what to expect.

Inform students that they will not be allowed to bring into the testing area cell phones, camera phones, personal digital assistants (PDAs), any device with infrared or Bluetooth technology, or any other form of wireless communication. In addition, students will not be permitted to use any form of wireless communication during short breaks in the testing session.

Parents or guardians should be informed about the test and should participate in preparing their children. Send a letter informing parents or guardians of the testing date, the kind of test to be given, and the purpose and importance of the test.

On the Day of the Test

- Convey a positive attitude, encouraging students to do their best.
- Let students know the importance of paying attention to instructions. If students do not hear or do not understand the directions, they should be encouraged to ask questions.
- It is also important that students know to use their time efficiently and that they should review their answers if time allows. If students do not know the answer to a question, they should go on to the next item and come back later.
- Students should be encouraged to attempt to answer all questions. Students should also be aware, however, that they may not be able to answer every question correctly, as some of the content they encounter may not have been addressed recently in class.
- Students should read selected-response questions carefully, noting key words. Remind students that they should try to determine the correct answer before looking at the answer choices, and that they should eliminate choices that they know are incorrect.
- Remind students to record their answers accurately and to check them with care.

Advice for Students

Discuss the following suggestions with students in the weeks prior to the test.

- Relax. Being a little nervous before a test is completely normal.
- Be sure to listen to the instructions. If you cannot hear or do not understand the instructions, it is important that you ask questions.
- Different sections may have different directions. Make sure that you listen to and read all instructions carefully.
- Make sure that you understand what a question is asking for before answering it.
- Eliminate answer choices that you know are incorrect.
- Use your time efficiently. Don't spend too much time on one section. If you find that an item is particularly difficult, it may be best to move on to the next question and then go back to the difficult questions if you have extra time.

- If you have extra time after completing a section, it may be worthwhile to go back and check your answers.
- Trust your instincts. When rechecking your answers, only change your response if you know that the previous answer was incorrect.
- Keep a positive attitude.
- Concentrate on doing your best.
- Know that you will have a chance to talk about the test afterwards, and that you will be able to talk to your teacher about your scores, should you want to.

Advice for Parents

In the letter sent to parents or guardians, it may be useful to include some of the following suggestions:

- Encourage your children to employ good test-taking habits: follow directions carefully, avoid careless errors, recheck work.
- Remind students that the WKCE–CRT is simply a tool for measuring what students have learned so far, and that test scores do not affect grades. Extra studying just prior to taking the test will most likely not help.
- Though the test is important, students should be encouraged not to be nervous about the test. Students who are calm and self-confident do better on tests.
- Students should get plenty of sleep and have a good, nourishing breakfast and lunch. Test taking requires a good deal of energy.
- Be sure your child gets to school on time. Rushing and worrying about being late can affect performance.
- Remember to ask your child about the testing at the end of each day. When results arrive, discuss the results and any concerns with your child. Ask your child's teacher about any information on the score report that is not understood.
- Meet with teachers to discuss your child's progress.

After the Test

Give students an opportunity to talk about the test after it has been administered. Some students may be curious or anxious about their performance, and having the chance to share those feelings with others may be beneficial. When scores arrive, explain test scores to students individually so that they have an accurate picture of their performance when seen in a larger context.



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